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A HANDBOOK FOR THE TEACHERS

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(Scientist & Director IISH)

Heritage Publication Series 107

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Body language of a teacher:

Normal body languages should be followed while teaching, without artificiality in talking, discussion, sitting, walking and teaching. The body languages should adjust positively with the level of the students.

The body language while teaching the lower primary students should be different from that for the high school and secondary level school students. Frequently laughing and talking/ chitchatting / commenting for everything/ etc should be avoided. Even the walking, sitting for discussions and sitting among audiences etc should reflect the dignity of the profession.

General behavior of a teacher:

Professional guidance given to a teacher is that; the behavior should be free from ego, anger, hurry, worry, fear complex, inferiority and superiority complexes. A teacher is not expected to have an over politeness / simplicity / humility ....beyond a limit

All the messages given above are to be followed with greater importance by the principals and senior teachers. They should also remember that the higher their position, the lower is their freedom in general matters and its reverse is true for the policy matters. They may have more freedom in administrative matters.

Day to day preparations for teaching:

A teacher is expected to be thorough in the subject matters and at least some aspects of the general knowledge. Preparation should be done for teaching the day to day lessons and for the presentation of the subject matters mixed with value based knowledge. This should be done every day prior to entering into the class rooms.



Even the most scholarly teachers should prepare for teaching in every class on day to day basis. They enter into the class rooms with a good understanding on what is to be taught and how is to be taught.



- Minimum five points of the current affairs going on in the world, in India and in the relevant states are to be included in the teaching. These are essential to impress the students. The students should get the feeling that the teacher is well aware about what are the things happening around us.

- The words used for explaining the above information/ knowledge should have an authority. The presentation is to be done in such a way that first the teacher should understand the subject matter, then from the mind/brain it should go to the mind of the students. Make sure that the presented information are authoritative and true.

- Frequent referring the text books in the class room should be avoided particularly for the science subjects and mathematics . These subjects are to be explained from the memory of the teacher. Whatever is to presented within the time duration of a particular period, should be arranged in the order in the memory. They should be presented without loosing the thread of continuity.

- When value based knowledge and subject matters are mixed while teaching, loosing the main thread of the flow may happen. For avoiding this, thorough preparation is needed atleast during the initial stages of entering into the teaching profession.

- Merely mugging up and repeating the lessons are not good. The students can understand that type of teaching (as stereo type) very easily. Some times the teachers justify their incapability for not remembering/ memorizing the subject matters, saying that "we are becoming old". Then the question arises is that 'if the teacher cannot remember/ memorize those facts to be presented in a period, how the students who were (are) new to the subject remember all those were taught in an year and write their annual examination.

- For teaching the languages like English, Hindi, Sanskrit, History and social sciences the above rule (of not using text books) may not



be applicable, because they are to be taught by reading and repeating lines from the text.

Arrange the subject matters in the order :

- Every class should be like an extempore speech competition for

the teacher. Preparation of the subject and preparation for the presentation are to be done carefully, as mentioned earlier. The students are to be taken through the line of the subject of teaching/ explanation drawn by the teacher, without disturbing their concentration.

- Frequently looking into the text books (for the science subjects) may disturb the concentration of the students. In the language classes this approach can be changed. It will be like a power point presentation for a good speaker, which can create more bad impression than good

- During the course of time every teacher can follow this approach without difficulty provided there is a desire to develop and progress in the profession. If that attitude is lacking the teacher may get a label as incapable / bad / ignorant teacher. Once that label has been fallen on the teacher, removing/ changing that becomes difficult. This happens to many teachers because the students convey their first impression to their friends, juniors and to their parents from where it spreads within a short period.

Keep good non subject matters for mixing with subject matters:

A few examples are given below. There can be hundreds of such points, depend upon the class, interest of the teacher, the students' level of understanding and the teachers capacity. They can be included during the teaching matters.

- All those are to be presented in the class with the subject matters like one or two stories, incidents, messages, extensions connected with the subject (direct or indirect). They should be available as reserve in the memory to present during the apt occasion.

- The best is to keep few heritage messages and knowledge connected with the latest developments in the subject. For mathematics/

astronomy / chemistry / physics classes, ancient Indian knowledge related to the subject should also be quoted which are readily available in text books and also in websites. They are easy to collect through Google search also

- In English and language classes, the words and their roots in Sanskrit can be explained. That can be of great interest to all the students. For example mother = maathru; brother = braathru; penta = pancha; octa = ashta; calendar = kalaanthar;

Enter into the class room with full preparation:

- Above points are the messages needed prior to entering into the class rooms. My personal experience before entering into any class is that I keep all the personal problems and worries outside before entering into the class room. And enter with a mind full of subjects and related matters to give a lecture feast for the audience.

- The teacher should have a smiling face and confidence which reflect the knowledge of the message " I can teach you the subject and also I can control you". The students should also feel that " here is the teacher to teach us and guide us. She/he can guide us and has the capacity to make us sit in the class."

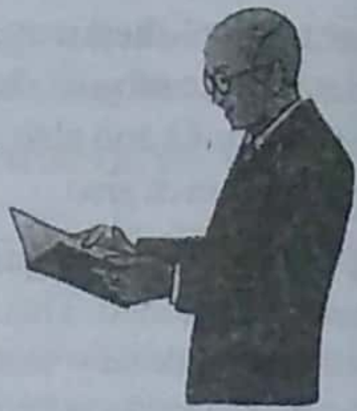
- There can be some silly things / writings / etc in the board, in the table or on the chair of the teacher which some over active students might have kept to 'measure' the response of the teacher. No such things should become a point of distraction/ attraction for the teacher. If the teacher starts responding to such matters, there will be a tendency to repeat that in different ways when that teacher enters the class.

- While sitting in graduation class when I was studying, our teacher happen to see a banana roast on the table when he entered the class room. He got terribly irritated and boycotted that class, that day. The result was that he got a nick name 'pazham pori', which in Malayalam means banana roast.



- Remember that within 25 feet radius of the point where the teacher stands, his/

her influence reflects. That means the class room is under the teacher's influence.



- Always remember that a teacher will be evaluated by the student(s) faster than the teacher evaluates the students. Particularly for a new teacher and also during the first few classes of the teacher. The first impression created by the teacher in the first class remains the best impression for the future.

- At any cost the teacher should never try to show over smartness in the class beyond a limit atleast during the initial days. This can create a bad impression in the beginning itself. In the course of time even a nickname or negative name may fall upon the teacher. Our mathematics teacher used to say after reading every mathematics problem " this is very simple". The students started calling him 'simplen'. Preferably in the first few days the teacher should avoid using/ telling even jokes.

- One should not directly enter into the subject matter immediately after entering into the class room. Start slowly and steadily, but naturally. The gap between first talking and entering can be so arranged that the noise in the class may get subsided spontaneously.

- The teacher should not create a situation to shout 'silence, silence' etc. while seeing the teacher entering the class, the students should feel that they should become silent.

- Some teachers use to say, " you are spoiling my mood" . Remember students are students and they may not spoil the mood of the teacher. The students behave in their own ways. But that behavior the teacher takes to spoil her/ his mood.

- Try to recollect our own behavior in school days and also that of our own children and then analyze the behavioral pattern of the students. As I wrote earlier, the students have the freedom to behave and misbehave, the teachers have the freedom only to behave.

Starting the teaching / lecture in the class:

- Remember that every student will be waiting to listen the first few lines from the teacher, in every class. Every class / lecture should start

slowly and move forward steadily. The facial expression of the teacher should reflect the confidence in the subject matter and also that for controlling the students.

- Artificial expressions, salutations, etc should be avoided. A good morning / pranaam / namaste is enough during the initial days and later on if needed can be expanded.. Try to avoid the usages like a very very good morning and other over expressions. Once the teacher becomes familiar with the students and vice versa then any type of words can be used.

- Always a new teacher should get themselves familiar with the behavioral patterns of the students of the school in general and in particularly in each class so that the teacher can mentally prepare, before entering into the class. Start slowly the explanations/ teaching in the class without any exaggerating and buttering words. Avoid over motivating / appreciating / congratulating words such as "I know you are very good students, I know you can sit silently...." etc.

- In the first few days do not try to over impress the students. Ignore negative comments in the beginning and slowly create the impression that the students cannot go restless in the class, by demonstrating the capability in controlling them.

- Some schools and students may be highly disciplined. Some may not be so. Generally government schools, aided schools, boy's schools may go more restless than the private management schools. It need not be always true. These things should be remembered before starting teaching in the new classes. This is more applicable for a new teacher and also in the beginning of new academic year

Watching the students while teaching:

- While teaching and entering deep into the subject, always keep the eyes focused on the students from the rightmost to the left most corner of the class by slowly and steady rotating the face. Where ever restlessness is noted focus the eyes for few seconds on that group or student.

- Repeat whatever has been explained few times using different

wordings so that the expression of the students' face will reflect whether they are understanding the subject explained.



- When further proceeding through the subject matter, if restlessness increases or the students start talking / looking into the watch (time) or yawning, it clearly indicates the teacher is not reaching upto the expectation of the students.

- There may be about 20% of the students sitting calmly with full concentration whether they follow the class or not. Generally 20% may be the other extreme and may be restless and the level of their restlessness is directly proportional to the incapability of the teacher to control and convince the students. The 60% of the students may be of average and may slip to the best 20% or worst 20% depends upon the capability/ incapability of the teacher.

- The restlessness / yawning / talking / looking outside/ sitting carelessly, etc are the clear indications that they are not following what is being taught and their disinterestedness in attending the class.

- These are the points the teachers should watch and take into consideration for improving, Every day every time they should improve steadily in the subject knowledge and communication skill. Remember if the teachers loose their grip in this junction in controlling the students, that impression will remain in the students.

- Any negatives in the class room gives the teacher an opportunity to improve continuously. Never get irritated and angry in a class beyond a level. If at all it happens return to normality at the earliest, forgetting the past and forgiving the incident.

Teaching the subject:

- Start with an introduction, and then an outline explanation of what was taught in the previous classes in a nutshell. Preferably making the students repeat with the teacher whatever has been taught earlier.

Repeating should be done without looking into the text books / notes. This gives an impression to the students that the teacher has taken enough pain to remember the previous days' lessons (and also previous days events).

- The teaching should proceed with repetition of the discussed matters and interaction. I shall try to explain my experience in the class room: " Yesterday we have studied the metallurgy of iron. We started the class with explanation of the iron ores, like magnetite, ferrite....(wait for the students to recollect the names of more ores taught in the previous class)......... we learned that first the iron ores are powered......... Heated to burn off all the organic materials........ Further heated mixing with the calcium carbonate which is the flux and it will react with silicon present in the ore to form the slag calcium silicate...........

- (Interaction begins here) what are the ores we discussed ? How many ores we said today ? How the organic materials are removed? What is the next step? What is the flux used? For what purpose the flux is used? What is the impurity removed with the flux ? What is the name of the compound formed when the impurity and flux combine at high temperature? Here is the metallurgy of .... (What) the slag formed is ....?

- Then start asking questions on what all the points the teacher has explained in the previous class, by watching the concentration of the students........ when the students are in full concentration (mix some of the heritage knowledge in this subject of iron metallurgy) slowly change the explanation to Delhi iron pillar, when it was produced, what is it's importance, how much pure is that iron, the forge welding techniques used in making that pillar and go further for about five minutes and return to the subject of the previous days class ' iron........)

- The students in the class will have reached a highly active mood by this time. About 10 – 12 mins would have elapsed by now. Enter into the new subject / that day's subject, in this junction. Ask questions after each explanations and then making the students answer the questions, as a group. At random take few points of what was explained in the previous day also.

Every explanation should be given slowly and steadily. The teacher should know that the students are sitting not for hearing / listening but for studying through listening. So every class is not a speech / lecture but a teaching feast in which different knowledge are served as messages / incidents / historical facts / quotations / observations, etc.

Now suppose the subject matter of an ancient scientific text is being narrated. Say it is about the Aryabhatteeya book: "Aryabhateeya is an ancient mathematics and astronomy book written by Arybahatta, a famous great Indian mathematician at the age of 23. He completed this masterpiece in Sanskrit on 21st Sunday, March 499 AD, on his 23rd birth anniversary day at 1.00 noon, which happened to be the mesha sankranthi day and time..................". These lines are explained and the interaction slowly should go like this ..

.... What was the subject we were discussing ? What is the name of the book ? What are the two subject contents? In which year it was written? What was the age of the great mathematician ? On which day and time the book was completed ? what was the importance of that day and time?................ let the students as a group give the answers for the above questions...

This can be the method of interaction in between the teacher and students. The teacher can also include few questions which was not explained earlier. Example of such questions; In which place Aryabhatta was born ? How many of you have heard about this book ? What are the points those you have heard which I have not explained here ?



These methods can be adopted in any class at any level. Take care to see that the explanations given should be in simple language. Otherwise recollecting becomes difficult.

The teachers should prepare the lessons thoroughly and present the assimilated knowledge to the students.

However avoid using the guide books in the class rooms, even though they may be of use for reference..

- Explain the mathematical problems and the method for solving the problems and give as many exercises as possible in such a way that these problems and their solutions are explained using day to day experiences in our life.

- While teaching the mathematics lessons on the interest / share / profit/ loss / commission /velocity / acceleration / bodies moving in same or opposite directions etc .... and geometrical knowledge such as theorems, various drawings, figures, etc ....And for algebra, differentiation, integration, etc. day today experiences and exposures are to be given as examples for a better understanding for the students.

- The teachers should know the difference between hearing and listening; seeing and watching, talking and discussing/ communicating, thinking and analyzing. Similarly one should know the meaning of learning/ knowing/ studying / understanding/ experiencing/ etc.

- Lower the intensity of the voice in the class rooms higher will the concentration of the students down to a lower limit. If the voice is too high or too low, the focus will go to the voice and not to the subject. The explanation should have smooth flow of language repeating what is told.

- Every ten to fifteen minutes, try to recollect what all are explained. While recollecting and repeated explanation, add few additional points so that the explanation will not become a stereotype one. While recollecting and repeating the subjects, change a few words and if possible give one or two wrong words in such a way that the teacher can verify whether students are concentrating or merely hearing without concentration.

- The teacher can add few more messages, experiences or events. But make sure that the subject string is not broken. The teacher has to return to the same point of teaching where it was stopped before.

Teaching Values: There are three pathways for giving the values. Value based knowledge can be compared with the cement used for

strengthening, beautification and durability of a building. Like that the life can be made beautiful, durable and strong with the value based knowledge. The modern knowledge is like the bricks used for increasing the height of the building. This takes the students to a higher level.

- The modern knowledge can make the student great and value based knowledge can make them good. 70 % modern knowledge should be made available from the school through the text books and from the explanations. 30 % of the value based knowledge also should be given from the schools through games, story telling, messages, writings on the posters/ boards/ pictures of great scholars and from the messages of well known personalities.

- Values should be given in three ways as mentioned earlier, as messages from Vedas, Upanishads, subhashithas, quotation from great thinkers, scientists and scholars. The messages can be taken from any language/ book.

- The values can also be given as the experiences of the thinkers, scholars and scientists. The narration of the experiences from the Itihasas /epics will be ideal for the Indian students. Because they might have heard many of the events from the Itihasas. Here the role of the teacher may be only to put the messages and those events in the wavelengths of the students.

- The first method of directly giving the messages is the Vedic pathway, the second method of giving the messages through experiences of Sree Rama, Lakshmana, Ravana, Arjuna, Dhuryodhana, Gandhaari, Kunti devi, Dhrutharaashtra,……. Can be called the itihasa / epic pathway.

- There is the simplest and highly appreciated common man's pathway known as the pathway of Puranaas. It is the pathway of giving the messages through stories. In all these methods one should remember that the message should be given rationally, logically and scientifically.

- Inevitably the message is to be repeated in the end and few questions should be asked as mentioned earlier, to make the student thorough in the values. While explaining the Vedic / Epic / Puraanic messages /

experiences / stories one need not worry about the religious background of the students. Because these are the heritage of every Indian and these are to be given as Indian messages.



While giving the value based knowledge two factors are to be remembered. First, teach the values from directly available source. Second taking values from what is heard/ watched/ discussed / and analyzed. if possible learn few value based Sanskrit slokas and explain the meaning of the same. They are more useful easy and to remember.

Few quotations on the value based messages are given below: Aachaaryaath paadamaadatthe = one quarter of the knowledge is (only) available from the teachers; paadam sishya swamedhayaa = one quarter the student has to make himself; paadam sa brahmachaaribhya = one quarter by discussing with others and colleagues ; sesham/ paadam kaalakramena cha = last one quarter during the process of living.

This sloka explains the method of learning and teaching. Tell the students that they will be getting only one quarter of the knowledge from the teachers/ class rooms.................. And the teacher should add the relevant words to the above sloka so that it will become easily adoptable and adaptable for students.

For example the 'sesham kaala kramena' cha can be converted into ' addition, deletion, modification and correction' of the new/ existing knowledge . Then explain from where addition is to be done, why some of the knowledge are to be deleted and some are to be modified and corrected.

Here further explanation can be given such as : collect as much information as possible, convert the information into knowledge, convert the knowledge into wisdom and convert the wisdom into experience in the life. The totality of the experience is one's life.

Giving the messages: give the following or similar messages sathyameva jayate, yogakshemam vahaamyaham, sahanaa vavatu,

sahanow bhunaktu, sahaveeryam karavaavahai, tejaswinaavadheetamastu, maavidvishaavahai, aano bhadraaa: kratavo yanthu viswatha:, yath bhaava thath bhavathi, swayameva mrugendrathaa, jananee janmabhoomischa......., yatho dharma thatho jaya:, utthishtathaa jaagrathaa praapya varaannibhodhathaa, iccha sakti, jnaana sakti , kriyaasaksthi........

- Giving the values through the proverbs is good with the message. Barking dogs seldom bites = barking students/ politicians seldom bites; rolling stone gathers no moss = rolling people gathers no knowledge; dictionary is the only place where success comes before work. The best proverbs come from the local / regional languages which will have the taste of 'our own message'.

- Give the messages as the quotations of scholars / scientist and thinkers "you value the valuables and we value the values" (Mahatma Gandhi), "dream is not that you see when you sleep it is the one which does not allow you to sleep" (Dr. A.P. J) . " one percent inspiration and ninety nine percent perspiration is the secret of success" (Dr. C.V. Raman). " put one million rupee hard work to your hundred rupee equipment, it will become as efficient as Englishmen's equipments" (Dr. C. V. Raman).

- Explain the messages given by Sree Rama to Lakshmana, Rama to Bharatha, Lord Krishna to Arjuna, Maharshi Vasishta to Sree Rama, Lord Krishna to Uddhava. Lot of such messages are available in Mahabharatha and Ramayana. These messages are essentially adoptable and useful during crisis.

Values through the experiences: while explaining the experiences of the epic heroes and heroines, scholars, writers, orators, thinkers, kings, great men of culture/ art / politics / .... Their words and what they experienced in the life should be focused. One can analyze the experience of good people and also the bad.



Explaining both these are essential because the students should be exposed to the good and the bad experience of people. The result and reward of the good and bad actions are to be explained. Explain what happened to Sree Rama who had to fulfill the dharma of his avatara and how he fulfilled that, Sita Devi performed the dharma of an ideal wife but at one place disobeyed Lakshmana and crossed the Lakshamana rekha,

Kaikeyee who all of a sudden became selfish to see her son becomes the king of Ayodhya by falling in the trap of a bad friendship....Similar experiences of Kouravas are to be explained...... Even though the Paandavas were dharmic in life, they had to suffer a lot but finally they got what they deserve...like this the values from the Itihasas are to be given to the students as experiences by creating an empathetical situation.

Experiences of great men like Socrates, Jesus, Swami Vivekananda, Maharshi Aurobindo, Acharya. J.C. Bose, Mahatma Gandhi and so on.

Explain the experience of outstanding present day scientists, engineers, managers, can also be given which are well known in the social circles. Isolated experiences of individuals could also find a place in the explanations. Without over projecting, the teachers can also give the experiences in their life. All the experiences should convey good message.

Values through stories: Every experience and message can also be presented as stories. Remember that you can also make/ write stories just like others write/make stories. We have enough stories in 18 Puranaas and 18 Upa puranaas. Other than these for conveying good messages to Pandavaas,Kauravas,and so on many Rushies have told different types of stories connected with dharma and adharma.

Stories from pancha tantra, life of lord Buddha, Jaina, many kings and so on are available in the printed form. All these stories can give value based knowledge. They are the simplest and the best tools for students, because the teachers can modify the stories according to their own will and wish.

These stories can also be dramatized depending upon the level of understanding of the students. All our Puranaas give stories and histories

for conveying the messages as answers for questions. Remember that the stories are stories and they are not histories. If stories are presented as histories, they may confuse the students later when they analyze the historical credibility.

My experience abroad particularly in the developed countries is that, the people started rejecting the biblical views, because they were taught the bible as history and not as bible stories. If in earlier days if the biblical explanations were taught as stories, the present generation would not have rejected them.

Mix the modern subject with ancient knowledge: One can always mix the modern subject with value based subject also. When the iron metallurgy is explained give the modern syllabus based knowledge and also mention the details available on the Delhi iron pillar, Dhar iron pillar and iron metallurgical examples available from different parts of ancient India. This has been explained above in a different way.

When copper metallurgy is taught explain the details available about variety of copper mines existed in ancient India. Include variety of chemistry based information mentioned in Rasa ratna samucchaya, rasarnava kalpa, rasaratnaakara and so on.

Similarly in the physics class, quotations available from yantra sarvaswa, yoga saastra, etc can be included. The journal of the history of science published by INSA, has many information needed. One can also find points through Google search. Variety of theorems, number systems, calculations, geometrical knowledge existed in ancient India are directly available in text books for presenting in the mathematics classes. Quote the heritage knowledge from Sanskrit books itself. Veechee tharanga nyaayena sabdolppatthi = as the waves the sound evolves; jaathyanthara parinaama prakruthyaapooraath = evolution of the living beings is the rule of the nature.

When 70% of the time is allotted for teaching the syllabus based knowledge, 20% ancient Indian knowledge can be included (which convey both subject matter and values). Rest 10% can be allotted for pure value based knowledge. IISH publications will also give heritage

knowledge on different subjects. They are also available in the website www.iish.org www.iish.tv



Variety of other websites can also give heritage knowledge in different subjects. A teacher can create real interest in the students by presenting these two type of knowledge on the same subject. Biological knowledge are available in Charaka samhitha and Susrutha samhitha.

Mix the modern subject with values: it is very interesting to mix the modern knowledge and value based knowledge easily while teaching the subject. Say for example when the flower is explained in the botany class give the message that a flower is temporary. It was a bud yesterday, today it has become a flower and by tomorrow it will fall down. This is also the story of human beings. When the sun is at lower level in the morning and evening, it gives less heat. When it goes above the head it becomes hotter. When people are at lower level, they give less problems for others and when they go up create problems.

When the functioning of heart / liver / blood etc are taught in biology class, inform the students that all these are functioning due internal awareness which is known as Brahma chaitanya or jeevaatma chaitanya. Nothing inside can be controlled from outside like rate of heart beat, blood circulation, body temperature, digestion, absorption of the nutrition, the sugar level, the iron getting converted into hemoglobin……. Everything is being controlled by the sakti present in our own body. So we say god is within us. We also say through the mahaavaakyaas the following: Prajnaanam Brahma, Aham Brahmaasmi, Tathwamasi, Ayam Aatma Brahma…….

While teaching the human body also inform the students that we are not permanent here. We came to the earth on a day and another day we will have to go back… some philosophical knowledge input will make them think about the reality of the life.

Also use some of the scientific knowledge to eradicate superstition. While explaining the science of human body and functioning, explain that every human beings are same and the body functioning is also the

same. So there is nothing like caste system and untouchability nor high caste or low caste. Every one has come to the earth from the same source and will live for some time and will have to go from here.

Inform the greatness of our Rushies who could understand many philosophical and natural rules and laws with their own wisdom, without doing the laboratory experiments.

Teach in the natural way: Give the messages of the nature . For example in the west the survival of the fittest concept is practiced and in India survival of the noblest is practiced.

Many good trees are planted because they are useful and serve the nature. In India cows are worshipped not the pigs, because the cow gives milk while they are alive. So people are respected depends on what they give to the society.

The growth of every leaf, tree, fruit gives us a lesson of the growth and development of a man and finally his death also. Give them the information how Dronaachaarya taught his students, how Paandavaas and Kouravaas learned during their good old days. How even the mothers acquired knowledge, how Chaanakya, Bhartruhari, Vasishta, Vyaasa and many scholars could become scholars by acquiring knowledge, even without the so called modern facilities. Remind the students that the knowledge given by the Rushies are remembered world over where as the knowledge given by many modern scientists have already been forgotten.

There are different types of animals and plants some of them are useful, good, ferocious, big, small, harmful, helpful… and so on, like that some men are good, some are dangerous …….. and so on. Even in the same variety of plants some of them are good some are not good. The same is applicable for the men also…… What we see in the nature can be used as examples for our explanations for human beings or for imparting moral lessons.

Use different languages: In a feast, different food items having different tastes are served. In our daily life we use different colors, varieties, methods, practices. In teaching also the same is applicable.

The subject may be the same, but minor changes in the language can be helpful. Say for example use few English worlds when teaching Hindi, use Sanskrit and Hindi when teaching (in) English. Quote slokaas from Sanskrit or proverbs from English or Hindi, etc. These type of language mixing can give different type waves in the class room. Some times I use even few Malayalam lines for north Indian group of students and Hindi lines for US students in the west.

Repeat whatever is taught: what ever is taught is to be repeated, slowly and systematically in such a way that the student can recollect them. While repeating, let the students also try to recollect.

Improve the presentation skill: After each class the teacher can evaluate the performance by asking questions to selected students. This can give a feeling of general level of understanding of the subject in that class. Or collect the opinion of those who were present in the class room other than the students. Let the criticism become a good guide for the teachers.

But always remember that the student or others from the audience may not give a bad opinion about the class. So, one should take the opinion to the level needed. Every day a teacher should improve and become better than the previous day.

Expansion and growth are life, contraction and stagnation are death. Classify each subject to be presented and mix with general and value based knowledge and prepare for teaching/ presentation thoroughly till an original and good method of teaching is evolved, in the course of time. Keep the pattern of teaching high and higher till the teacher reaches the expectations from the students. Always remember that the teacher is sitting in the class room for listening to her/his own speech/ teaching

Learn from good teachers: Also remember our good old teachers who taught in the schools. Ask the question why we liked few of them very much. Analyze how they taught us and also how they behaved to us. What were their good qualities which made them good, in our mind. All those good qualities which we remember should be imbibed into our profession also. There will also be definitely few teachers whom

we did not like. What were their bad qualities which we did not like. Those qualities if we also carry, it automatically means that we may also become like them in the mind of our students.

- Also learn from colleagues, some teachers are liked by the students. What are their good qualities which attract the student community, take those qualities' and modify according to our temperament and implement in our profession.

- Take as many qualities from the news readers in television and also from those who present programs in the tv, as possible. The method of talking, facial expression, the tone of presentation, and so many other qualities.

- Also learn why some good scholars become a failure when they teach in the class room. Why they are not in a position to keep the students attentive in the class. Add all the good qualities and then elevate from a lower level to higher level from an average teacher to a good teacher then to the best teacher.

Learn from other sources: A teacher will be successful if he/she knows how to use the tongue. The teachers should watch How to talk, When to talk, What to talk, Why, Where to talk ..... etc. Watch the communication by a policeman, mother, father, son, daughter, neighbor, IAS officer, minister....! . Many like the communication skill of selected people and say "that fellow is good and the other fellow is bad". These comments are based mainly on the words used during communication.

- How to speak and what to speak are the two most important parameters for a teacher's success.

Learn to listen : learn to listen from all the sources and listening should be focused on how to speak and what to speak. Usage of the words, speed, clarity, vocabulary, intensity, voice, softness, affection, arrogance, ego, etc projected through the words should be analyzed by listening different persons

Learn to watch: watch the body language, the facial expression, the hand movements, the lip movements, walking in the class room while teaching etc., (if that method is adopted)

Create own method of teaching: it should be remembered that merely copying will not be a good practice. After watching and listening good teachers and speakers try to make our own method and slowly and steadily improve that. Self evaluation is to be done initially for many days.

Avoid unnecessary comments and quotes: Avoid comments wherever comments are not welcomed The teachers should be well aware about what to speak, when, where, how, why, who and to whom they speak or not to speak as mentioned above. 'Word' if prefixed with a 's' will become a sharp item 'sword'

- Unnecessary comments about others/ teachers, management policy, the higher authorities, the procedures adopted,.. etc should be avoided. If anything is to be expressed, it should never be presented to the students nor in presence of the students. But should be expressed in the forum meant for that.

- Avoid political discussions in the class rooms and also avoid negative religious discussion. This is specifically crucial when the teacher is not well versed about the subject of discussion. Avoid casual comments about others, nation, language, behavior of the rulers, day to day events/ news which are not related for the teaching/ circumstances.

Avoid confusing statements: When contradictory and conflicting statements are presented, there will be confusion among the students. A teacher if tells that mathematics is a good subject and tells it is a difficult subject and then it is the most useful subject. All these are true but for a student it may become confusing.

- Science is good, scientific development could change human life to a great extent, but science can create so many problems, so you need not take your higher degrees in science subject instead opt for other subjects. These type of statements may be partly true or true but the students may not get the real message what the teacher wanted to convey.

Avoid provocative comments: Comments like "class 9 B students are bad but 9 A students are very good" " that teacher is not efficient"

" the management always take wrong decisions and create problems" "All the ministers are corrupt and politicians are all doing bad to the country"" "I hate you" " we follow x party all the members of x party are good" " those students in that group are bad", " Doctors are corrupt and engineers are corrupt".... These are the statements which are to be avoided in any class rooms and in group discussions.

Avoid cursing words: . " you will never improve" , " you are a curse for this school and to your parents" , "students like you will be dangerous even for the nation", " you will not improve".......... Generally we may use these words when we are angry and out of self control. Always remember that the bullet shot from the pistol, the arrow shot from the bow, the stone thrown and the words falling from the mouth cannot be taken back. Once the words are used they can create permanent mental injury. Weapons can create only physical injury which are temporary.

The achaarya s'aapam (curse from the teachers) is considered as a serious one. Hence use blessing words which will become the greatest support and motivation for the students and the opposite feeling will take place when negative words are used by teachers. Even the modern psychologists say that every words of blessing can change the brain chemistry towards positive and every words of curse can degrade and lead the listener to negative result.

Avoid criticizing the students in class rooms: Never criticize or insult a student in presence of other students or others. Any serious mistake committed by a student can be dealt with little anger - reflecting words without going out of the limit. If the behavior of the student crosses the limit, the teacher can be harsh but without loosing the temper and self control.

The students can do many things, but the teachers cannot. The thief can run the way he likes, but the policeman can run only behind the thief. The higher the level of the teacher the lower is their freedom and many restrictions fall upon them. The lower the level of the students higher is their freedom.

Generally the boys will be more undisciplined than girls. Some of the boys misbehave due to their own background, family background. There can be hundreds of reasons for a student's proper or improper behavior in the class room and outside. The modern psychology tells us that till the cause of an improper behavior is removed the improper behavior will continue.

Any wild animal can be controlled by man. Man also can control other men. But controlling of each animal has to be done according to the nature of the animal. Like that controlling of each student should be done according to his nature. Some of the students can be controlled by guiding / motivating / appreciating / blessing words . Some can be controlled by a few harsh words. Some needs minor punishment........

In any case, the teacher should never keep a negative impression in the mind about the student who misbehaves.

It is a fact that there are many schools, which the students can opt for their studies. But there are few schools the teacher can opt for their profession. The students are enrolled in a school by the management like a teacher is selected by the management. Both are outsiders and only difference is that one learns and the other teaches. Every teacher was a student and every student was/ is not a teacher.

Avoid mental or physical punishments : never use stick or scale to beat the students. All over the world creating physical pain is an offence. It can even be taken to court. The same is applicable for the mental harassment of the students. This can even lead to the suicide or other type of self torture by the student. The teacher may become responsible for the same. The punishment should not be opted for study matters.

All the students may not be equally brilliant. Many students will have many type of qualities and capabilities. The earth will become an uninterested place if everyone behaves in the same way. And everyone becomes doctors / engineers / judges and opt for a specific job. There should be musicians, painters, industrialists, workers, businessmen, assistants, rulers, intellectuals, scholars, scientists, housewives, nurses and so on . Then only the world will become a garden.

Different type of behavior and nature are the rule of the nature for diffident men and animals

Making every student a doctor should not be the aim of a teacher and that level of brilliancy can not be expected from every student.

Avoid keeping negatives in mind: Some times the teachers and managers / principals keep the negatives committed by a student or a group of students in mind. They react on that basis in a biased way in dealing with those students. This prevents the student(s) from improving to higher level. The negatives committed by students give the teachers the opportunity to handle them in a better way and elevate them faster. Some teachers think that punishment is needed for the improvement of the student. This may be a correct or wrong justification but not a good justification.

However, the stabilized and unbiased good teachers can treat the students like their children and make the students feel that the teacher is treating them so. Under that situation punishment may not be painful for the students. In India that was approach from time immemorial.

Avoid criticizing the management: Getting an appointment as a teacher should not create a disappointment for the students and management. If one is not interested in continuing as a teacher in a school, he/she has the freedom to quit. Constructive criticisms are good if it is without hidden agenda and without degrading the management. The words should have sincerity, devotion and dedication. Any corrective measure should be suggestive in nature. Those should also be given after evaluating various parameters connected with the past, present and future of the institution and the experience of the management decisions

Avoid criticizing others life style: Some times it becomes a practice for the teachers to criticize the life styles of the students or their family members in public. This can become a serious problem when such information spread inside and outside the school. The family which gets criticized can even deal the matter legally for defamation. An angry mind generally gets dragged to the family or social relations.

It is told that when we get angry and also under the influence of liquor the self control measures vanish and the negative words can go to any extent. Even in personal discussions among teachers such

criticisms should be avoided because at any time that can get leaked to others. The human relation need not be the same always and even best friends break their good relation at any time. One can discuss 70% of matters within the close circle, 20% to one or two close friends and rest 10% matters should not be discussed with anyone, it should perish with the individuals.

Controlling the temperaments: The teachers rarely get provoked in the class rooms. During some crisis like students strike, management decision, transfer, promotion, performance evaluation, dealing with the students, behavior aspects, etc. they may get provoked and lose their temper.

Avoid misbehaving in public: Teacher should behave properly inside the class room, in the campus and outside. Students may be present anywhere and can be expected anywhere. Any type of misbehavior of a teacher can get spread as a subject of gossiping in the campus and outside. Even bit notices and posters can appear against them which can bring serious negatives to the academic institutions. In many movies we can watch such situations which are the reflection of the real life.

- Teachers should take care of even minor things like making sound while yawning, releasing internal gas through mouth with sound, loud sneezing, sneezing without closing the mouth, talking loudly, doing all the above particularly on a dining table when the food is served. Laughing loudly, shouting, licking the hands, plates, spitting anywhere, etc. should also be avoided.

- Discussion with double and hidden meanings, behaving with girls using words with hidden meaning and at low standard etc will come under the misbehavior.

Never get the personal work done through students: Avoid getting personal work done through the students directly and indirectly. Students are students and they should not become servants. They may like doing anything for the teacher, but getting personal work done through them may lead to problems.

Never show partiality : Due to some reasons, few students may fall in the most favored list of some teachers. Knowingly or unknowingly

the teachers may also show some partiality/ favor to them. This will become painful for other students. A good teacher may lose all the nobility, through practicing the partiality.

Never favour a student in presence of others. All the students need not be equally good. They may not reach upto the expectation of some of the teachers. For making the good student more happy some teachers publicly appreciate them and sometimes even denigrate other students. Sometimes this gets repeated also. This will be labeled as the partiality of the teacher.

Encourage the students to convert negatives to positives: Give examples like 1. Bhagavath Gita was advised by Lord Krishna only because Arjuna became nervous in the battle field. 2. Only because Manthara mislead Kaikeyee, Ramayana was created in the present form 3. Only because the great King Pareekshit put a dead snake on the neck of Maharshi S'ameeka and the Maharishi's son cursed the King, Mahabhagavatha was created. 4. The tragic scene of falling a bird with an arrow of the hunter, Maharshi Valmeeki thought of composing Raamaayana, ………. 5. Only because Pakistan and China attacked India, our defense system now became high tech. 6. Only because of the two world wars, the world science and technology developed to the present level….. These are examples of negatives getting converted into positives in individual, social and national scenes. Thus students need not worry too much about the negatives; their duty is to convert those negatives into positives. And the teachers duty is to construct a good student in a good school for a good society and for a civilized nation.

The above mentioned are few points came in my mind. The teacher may expand them further for applying in their profession.

WITH PRANAAMS

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14-4-2011
Mesha Sankranti day

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4. Annual Bhagavath Geetha (3 days) Vijnana Yajna on Christmas vacation
5. IISH family get together on Gandhi Jayanthi day Oct. 2nd
6. Visit for students on all days and heritage classes and video show
7. Visit to Mazhuvanchery Mahadeva temple for people of all religion
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